RESEARCH REPORT

"A STUDY OF INTELLIGENCE OF

SOCIALLY ACCEPTED

SOCIALLY NEGLECTED

AND

SOCIALLY REJECTED

CHILDREN OF CLASS VII OF A LOCAL INSTITUTION."

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CONTENTS

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I N T R O D U C T I O N.

A teachers is the leader of this class.
For efficient class room management the should have
an understanding of class dynamics and an understanding
of the social structure of his class.

Sociometric technique may help in understanding
group dynamics in schools. It can help in understanding
students as members of a group. Our first concern
has been to look at the positions of the individuals in the
class, perticularly the most or the least chosen pupils.

DEFINITIONS

The basic vocabulary necessary to comprehend
the first study reported here includes the terms; popular,
Isolate, neglectec.

POPULAR. The popular is a member of a group who
receives a large number of choices on a sociometric test.
Moreno wrote that some students attracted so many
choices that they caputured the center of the stage like
Stars (58) According to Bronfenbrenner who has given a
more precise and scientific definitions, a popular is one
who receives more choices than can be expected by chance
alone. He worked out a table of choices showing various
choice limits, in order to be placed in the category of
populars.

ISOLATE: The The isolate is a member of the Group who
recceives no choices on a socimetric device. He is
physically a member of the Group but is psychologically
isolated.

NEGLECTEE.   The term neglectee is used for a group member
who receives usually few choices. Although he receives
some choices, he tends to be neglected by majority . The
sociometric technique employed three critaria and each
pupil was asked to make three choices from the Group members
for each of the criteria.   The three criteria included in
the sociometric questionnaire were (a) Suppose you were to
move to another class room, which three students from this
class room would you like to take with you ? (b) which
three students of this class room would you like best to
play with you during recess ? (c) What do you like to
do best in School ? ....Write the names of three students
in this class room you would like best to do it with you ?
INTELLIGENCE.   The isolates and populers were administered
Ravenls progressive matrices test. The populars appeared
to be superior in the ability (intelligence) measured by
Ravens progressive matorices test. Heber (64) comepred the
intelligence and social status of junior high School Children
and found that the children of high intelligence were, on the
average, markedly higher in sociometric status than the
children of law intelligence. However, he suggested that
intelligence is important only up to a point in determining
socimetric status and that the relationship is likely to
be exponential rather than rectilinear. Provided a pupils
intelligence is not markedly below normal, it seems to have
little effect on his popularity with other pupils.

WHAT IS GROUP:

A small group es (any number of persons engaged
in interaction with one another in a single face to face
meating) or (a series of such meetings in which and each
member receives some impression or perception of each other
member distinct enough so that he can, either at the time or in
later questioning give some reaction to each of the others as
 an individual persons even though it be only to recall
that the other was present.

IMPORTANCE OF GROUP RELATIONS.

In democratic countries there is increasing emphasis
on the social development of the students as joint responsibility
is the corner stone of their success. The need to obtain
wholesome views of themselves as individuals and as members of
society they need preparation to other social doors that are
open to them where their contributions would really be welcome.
But these skills, attitudes and social concepts do not develop
automatically. More physical proximity is not enough and it is
in interaction with other fellows that a student learns to
face, analyse and to assess and the problems.

The interpersonal contacts are a psychological necessity
as well. A student needs approval from other students of
his age and perhaps more than the approval of his elders and
teachers. Further all learning takes place with in the
getting of social atmosphere a student - student relationship.

The feelings of attraction and rejection which are so
often limited with the values operating among the group members

play a very important vole in creating and mentioning social
atmosphere. It is a surprise to teachers to discover than
an excellent and well behaved boy is not like by his class
follows where as another boy who appears equally able and
gentle is in the highest favour.

PURPOSE OF THE STUDY.   Education is aimed to fullest
development of the individual personally as well as socially
which making him as well adjusted as possible. So that he will
be an asset to the society and not liability. But there are
saveral factors which hinder to progress. Some factors may be
arising from the school so me may be from individual himself
and certain others may be from his social surroundings of his
class.

In the class room situations of a particular child
with others will not be the same as any other will have with
the class some of the children may be liked by all some may be
liked by few and some may be liked by none.

The selected study aimed at finding out the interrelation-
ship between the Intelligence and the digree of social adjustment
that the individual has, which can be impressed in three
categories, namely acception, neglection and rejection.

Testing the common sense relationship between intelligence
and the two categories of pupils having low social acceptability
is the main concern of this study. The Intelligence of socially
neglected and socially rejected pupils will be compared and
contrasted with those of socially accepted pupils.

Two or three studies have been conducted in this

direction by Ragmon M. Kohlen Frances hanglin, earoline M.
Tryon and others. In India also a similar study the D.P.F.
has been conducted.

Here it is also expected that there will be a high
correlation between the sociomatric characteristics and the
intelligence of the students, because they are measuring
one and the same kind of thing.

By a knowledge of these the teacher, the principal
and whole of the institution cans take necessary steps to
modify the high intelligence of the neglectees and rejecters,
so that a further social adjustment may be made.

A recent study has shown that the extent to which
Junior high school pupils are accepted by their classmates is
related to the degree to which they are accepted through out the
school and in their neighbourhoods. This pervasiveness of
pupils, social status among their peers has increased the
importance of identifying factors related to their social
acceptability . Why is it that some pupils are highly
accepted by their peers while others are neglectedor even
actively rejected by them ? Is the intelligent factor characteri:
the socially accepted and the socially rejected pupils. Answers
to such questions as these should enable teachers to better
understanding their pupils social relations. Even more
important a study of intelligence factor related to social
acceptability should provide suggestions for improving the
status of those pupils who are socially neglected or socially
rejected.

Several research studies have been concerned the aspects of intelligence of preadolesent and adolescent pupils consider most desirable in each other. In general high social acceptability was found to be associated with high intelligence and pupils will low social acceptability were characterized as lack in intelligence. These studeis have made valuable contributions concerning the factors related to social acceptability.

However none of the investigators separated the characterstics of the socially neglected pupils from those of the socially rejected pupils. Although both groups of pupils have low social acceptability is expected that they would have quiet different l.Q. Northways clinical study of pupils will low social acceptability beets directly on this point. She found that some of the pupils who lacked social acceptance among peers while other were not common sense would indicate that pupils in the first category would probably be socially neglected by their peers and those characterised as less intelligent. Testing this common sense relationship between intelligence and the two categories of pupils having low social acceptability is the main concern of this study.

TOOLS DISCRIPTION.

SOCIOMATRICAL TOOL.

The social acceptability of the pupils participating in this study was determined by means of a Sociomatric test. The technique of discovering the pattern of attraction and rejection its entirety and for disclosing internal structure of relations existing at a given time amory members of a

given group was formed as a sociomatric test by its originator,
J.L. Moreno. It is a method of evaluating the feelings of
the group members towards each other with respect to some common
criterion.

The technique is extremly easy, it simply asks members
to choose from among themselves for some specific activity or
occasion that is real to them and also to name those whom he
would dislike to have as companions or partners for that
activity or occasion.

STEPSIN DESIGNING S.S.T.

1.   The selection of the criterion.

2.   The determination of the number of choices to be used.

3.   The development of directions and the form at of the tools
to bring out valid responses.

NUMBER OF CRITERIA.

If the purpose of Sociomatric study is to evaluate
interpersonal relationships of the members of a group several
eviterix are generally necessary but if the purpose is to
simply to put students into two or three sections one criterion
even may be sufficient. In this fest there are three positive and
one nagative criterion.

NUMBER OF CHOICES.

The fixed number of choices one 2,3,4,5 is advantageous
from psyoal practical and statistical view points. Age of
student is another consideration, stability of sociomatric results

third consideration most stable results have been reported 5
choices.   But meanwhile North way suggests the use of 3 criterion
and 3 choices for each criterion.

FORMAT OF S.T.

There are certain qualities of a S.T. that make it a
desirable and useful instrument. The reliability and validity
of the data depends in part upon the way situations are
administered.

(1) The S. Form should contain detailed directions so that
every one in group understands why the test is being given
the introductory remarks should be motivating and should provide
an understanding how the results are to be used. A real and
immediate situation increases the possibility of spontaneous and
truthful responses. .

(2) Directions should be clear about the choosing situations and the
method of recording the choice. Experience shows that providing
the students with an alphabetical list of the class members and
asking them to merely check the students when they would choose,
facilities in keeping the group members in focus as well as in
recording the choices, stress must be laid on giving at the number
of ages choices asked.

(3)   It is impttoemphasise the confidental nature of the choices
that nobody exept the teacher will see the results. The efforsts
will be made to have each student with class fellows of his choice

(4) The work test is not to be used anywhere.

INSTRUCTIONS:

First of all I gave the sociometric test to group A and then

group B In all they were 90 girls 45 in each group. Then
I developed a report with the students, I explained the
purpose of the socimatric investigation and the use to be made
of the choices and stressed the confidential nature of choices and
thus encouraged them to give truthful spontaneous responses, and I
told them that this test requested your choices on 3 positive and
I negativecriterion. Each pupil was asked to indicate the names
of 3 classmates he most preferred as play companion and 3 class
mates he most preferred as seating companion 3 he most
preferred as work companion. The negative criterion required
the name of one classmates the pupil least preferred as seeting
companion this criterion was used as a mensure of rejection.
SCORING OF S.T.

The method of presenting the data in a matrix form is
due to Forsyth and Katz. The matrix is a NYI table within the
names of N individuals are written in the same order from the
top left hand corner along the rows and columns. The squares
falling in the diagonal square are left blank as there are no
self choice, the first, second and third choices are recorded
by placing 1,2,3 in appropriate square in the matrix. The
rejections are indicated by making a cross (X) in appropriate
squares.

The following are the steps in constructing the matrix whic
is shown in the tabel.
1. I took a squarred paper which has 45 squares, both in the

rows and the columns.

2. I drew the diagonal time joining the upper left hand corner with the lower right hand corner.

3. The bottom of the matrix the ros are used to summarise information on choices received.

4. The last coloumns on the right are used to sumarise information on choices given.

Table of Sociometry, JUST FOR EXAMPLE

S. No.	1	2	3	45
1		x 1	3	2
2	1x		2	3
3	3	2		x 1
Upto 45	1	x3	2	
Acceptions.	3	3	3	3	3
Rejections.	1	1	2 0	0	1

Reliability:- Consistency of Choices.

The reliability of sociometric data can
be studied from two angles - either from the
stability of choices given or from the consistency
of the coices received.

In a choice given situation each member
of the group is asked to choose those having the
characteristics defined by the critexism used as
basis for response. The members are asked to make
choices in the ame terms on a second occasion.
(The consistency of the choices given can be
dtermined on a member by member basis). If a
member chose the same persons on the second occasion
as he had on the first and this was also true for all
other members of the group that it could be concluded
that under those conditions the choice process was
completely stable. (In case of stability in the
choice xpoves the choices made on the first
occasions will bear no consistant relationship to
those made on the second. This method of determining
the percent change in the responses given from one
occasion to another had been a method for assessing
the reliability of sociometric data stability of
sociometric status)

(In a choices received situated the number
of choices received is only considered and the
reliability is the degree of consistency in the

positions in the distribution of the various
members on two occasions. It is not important
whether the individual receiving an unchanged
number of choices receives them from the same
group members for perfect reliability the number
of choices received by each member of the group
remains the same.

In determining the stability of responses
it is required that the two occasions of obtaining
choices be independent of one another so that memory
does not act as a source of variance. Also the
intervening time should not be so large that
significant changes do not take place from one
occasion to another. If a significant change occurs
any lack of correlation between the two sets of
data could reasonably be attributed to situational
variation rather than to response instability.

These are important factors to be consi-
dered in view of the basic assumption in sociomatric
studies that the participants recognise and accept
the fact that changes will be introduced into a
social situation as a function of choices that are
expressed. If the changes in the situation should
be made in order to secure valid data, than these
changes will disturb measured reliability.

Another factor which effects the stability
coefficient in the method of collecting data, that
is whether the group members have been asked to make
limited choices, unlimited choices paired comparisons
or to rank order them.

The relevance of choice criterion to the
activity of group age of subjects and degree of acquain-
tance have also been found to report hig er correlations
than studies using nursery children.

Lastly, the conventional statistical
procedures of calculating correlation between
responses of two occasions is used, but it is doubt-
ful that the correlations for applying these methods
are sufficiently satisfied as the distribution of
choices is highly skewed.

It appears that the index of conformity
of one sociometric measurement to another proposed
by Katz and lowel should be a more appropriate
statistical technique for estimating reliability
than the conventional correlation technique as
it is an expression of the degree of agreement
of the entries in the two sociomatrices, does
not involve any assumptions about the form of
distributions but the assumption of independence
of two sets of choices are certainly implid and
employes the probability distributions for testing
the significance of the relationship.

Validity.

Validity of sociomatric data has been determined by relating them to a host of psychological and sociological variables in different fields.

Progressive Metrics.

All the 90 students of different categories of social status wore administered by Raven's Progressive Matrices to find out the intelligence of 5 categories of pupils this test was u ed to correlate with social status of the same pupil or to see whether there is a good correlation between intelligence scores and the social status of the pupil or not. The main median of scores of all categories have been drown, and then the rank difference correlation between social status and intelligence was found.

This test contains on 5 sets of different designs 12 designs in one set. The responses were given on a separate answer sheet only have to write the number of designs.

To score the responses of the pupils there was a scoring key where there were written the correct responses, one correct response get one mark and wrong answers get zero mark.

III. C.I.E. NONVERBAL INTELLIGENCE TEST.

This test was also given to all the 90 students of class VII in both the groups 'A' and 'B'.

This test was contain on 80 different items. Some were depend on arithmetic, some were on general knowledge and some were depended on memory.

RESULTS.

Table No. I.

Table for group 'A' showing the mean of intelligence scores on progressive matrices and C.I.E. Non verbal Intelligence test for various categories of sociomatry namely Populars, Neglectees, and Rejectees has been stated below.

Group A Table of Mean.

Tests	Populars	Neglectess	Rejectees.
Progressive Metrices	46.75	27.8	21.3
C.I.E.N. Intelligence Test.	64.12	61.3	61.3

Group 'A' Table of Median.

Tests.	Populars	Neglectes	Rejectees.
Progressive Metrices	47	23.5	18
C.I.N.V. I. Test.	56	59	60

The mean scores on progressive matrices and C.I.E. Non verbal Intelligence Test, both are comparatively higher for populars when compared to the scores on these tests for the neglectices and

isolates some how this trend is not observed when the mean scores on the two tests are compared for the neglectees and isolates.

This supports that the populars are comparatively higher in intelligence as compared to neglectees and isolates.

Table No. II.

Table for group 'B' as shown below gives a comparative idea of mean scores for various categories of social status.

Group 'B' Table for Mean.

Tests. X	Populars.	Neglectees	Rejectees.
Progressive Metricies	32.87	10.8	18.5
C.I.E. N.V. I. Test.	55.75	52.3	45

Group 'B' Table for median.

Tests.	Populars	Neglectees	Rejectees.
Progressive Metrices.	45	24.5	16.5
C.I.E.N.V. I.Test.	55 (55)	47.5	52.5

As above in table Group A for group 'B', to it is observed that the mean scores on the two tests of intelligence that is progressive - Matrices

and C.I.E. Non Verbal Intelligence are comparatively higher for populars, when compared the mean scores obtained for neglectees or rejectees.

Somewhat xxdifferent trends are exhibited when the rejectees are compared to the neglectees or the populars as the mean scores on the two tests has shown a continuous fall.

This also makes us infer that intelligence is an index of social status and supports the view as was stabilished previously on observations from Table 'A'.

CONCLUSIONS.

Based on observations from the social status of the two groups of children and their performance on the test of intelligence the following conclusions can be drawn.

(a)   Social status in a group is related somehow to the level of intelligence of the group members.

b)   Persons with higher level of intelligence are likely to be more popular than those who are comparatively low in their level of intelligence.

c)   Intelligence can be taken as a good index of sociability of a person. But the opposite

we cannot prove on the basis of this study.

d)   Further it can be said that intelligence
        helps a person in making social adjustment or
        in mentaining the relationship with their peers.

It is necessary to note that this does not
imply that there is a cause and effect relationship
between intelligence and social relationship we do not
know whether higher level of intelligence with definitely
make a person more sociable. Since the group was small
the inferences drawn should not be applicable to other
groups and otherwise also the sociametric test results
based on the study of one group are not applicable to
other groups.

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